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ABSTRACT

A random sample of 301 first-time entering freshmen was drawn in fall, 1971, and descriptive data were gathered on this group over eight consecutive semesters (fall 1971-spring 1975). The sample included 55.48% males and 44.52% females, of which 29.9% were general education majors. Data indicated that 23.92% had officially graduated by the end of eight semesters, 4.65% qualified as graduates due to credit hours but did not officially graduate, 57.14% attended but did not graduate, 14.28% did not return after withdrawing, and mean length of attendance was 3.08 semesters. A follow-up questionnaire yielded a return rate of 28.57%, and the following data: 49% listed preparation for further college work leading towards a baccalaureate degree as the main reason for attending Hinds; 67% responded positively regarding whether or not they had accomplished the purpose for which they had attended Hinds; in terms of how well study at Hinds had prepared them for work, 19% stated "very well", 36% "well", 22% "fairly well"; 82% rated being successful in their line of work as very important. Extensive tables and a copy of the questionnaire are included. (LH)

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A PILOT STUDY OF SUCCESS, ATTRITION, AND FOLLOW-UP OF HINDS JUNIOR COLLEGE ENTERING FRESHMAN STUDENTS: FALL 1971

By:

John Perritt and Michael J. Rabalais

JC780090

Hinds Junior College
Fall 1976

November 4, 1976

HIGHLIGHTS AND INFERENCES ABOUT THE 1971 ENTERING FRESHMAN CLASS

(These highlights and inferences are based on A Pilot Study of Success, Attrition, and Follow-Up of Hinds Junior College Entering Freshman Students: Fall 1971, by John Perritt and Mike Rabalais, Copies of this study are available in the Faculty Reading Room of McLendon Library.)

I. Students Entering HJC

A. Of the 1971 entering freshman class, 55% were men and 45% were women.

B. About 30% of the entering students were general program majors.

C. The main purposes for attending HJC and the percentages of students in each category were:

1. preparation for further college work leading to a 4-year degree (49%)

2. preparation for a new career or occupation (20%)

3. personal development (19%)

II. Students while Attending HJC

A. 51% of the students were working part-time an average of 23.32 hours per week.

B. After 4 years (8 semesters) 24% of those who entered HJC in the Fall of 1971 had received an associate degree.

C. Of the associate degree graduates, 68% received Associate in Arts degrees and 31% received Associate in Applied Science degrees.

D. Of the HJC Graduates, about 38% were men and 61% were women.

E. After 4 years, 60% had attended HJC three or more semesters.

F. The average number of semester hours earned by the Attenders was 35.

G. Of the Attenders, 56% were men and 43% were women.

H. The average number of semester hours earned by the Withdrawals was 18.

I. Of the Withdrawals, 74% were men and 26% were women.

J. The average QPA of the Graduates was 2.90, of the Functional Graduates 2.85, of the Attenders 2.12, of the Withdrawals 1.10.

K. Relative to summer school attendance, 33% of the Graduates, 35% of the Functional Graduates, 10% of the Attenders, and 4% of the Withdrawals attended a summer school term.

III. Students After Leaving HJC

A. 56% of the HJC entering freshmen transferred to a college or university.

B. After 4 years, 42% of those who entered HJC in the Fall 1971 had received a baccalaureate degree.

C. After 4 years, 13% of the students were still enrolled in college.

D. After 4 years, 69% of the students were working full time.

E. 67% of the students answered yes to the question related to whether they accomplished the purpose for which they attended HJC, 25% answered by checking that they partially accomplished their purpose.

F. In rank order, the reasons for leaving HJC were: 38% transferred to another college, 31% completed the program in which they were enrolled, 12% wanted to work full time.

G. In terms of how well study at HJC prepared the student for work, 19% stated "very well," 36% "well," 22% "fairly well."

H. In terms of attendance at HJC helping them to become a better person, 26% stated "very much," 57% "moderate amount," 10% "very little."

I. Values considered very important to students were: being successful in their line of work (84%), finding the right person to marry and having a happy family life (78%), having strong friendships (73%).

J. A value which 85% of the students considered not important was to get away from this area of the country.

K. The following were checked as very important in selecting a job or career:

1. Opportunities to be helpful to others or useful to society (58%)

2. Opportunities to work with people rather than things (55%)

3. Opportunities to be original and creative (51%)

L. Of the HJC students who transferred, the colleges/universities to which they transferred and the percentages were: Mississippi State University (35%), University of Southern Mississippi (25%), Mississippi College (10%), out-of-state colleges/universities (10%), Belhaven (8%), University of Mississippi (6%), Alcorn State University (2%), Millsaps (2%).

Acknowledgements

This report would not have been possible without the diligent initial data gathering done by David Durham, Anne Hardy, John Matthews, and Charles Walker. We also thank George Abraham for his editorial assistance and Louise Oakes for her many hours of typing and technical help.

We appreciate the help of the mentioned resource people; however, we accept complete responsibility for any limitations of this study.

John Perritt
Mike Rabalais

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A PILOT STUDY OF SUCCESS, ATTRITION, AND FOLLOW-UP OF HINDS JUNIOR COLLEGE ENTERING FRESHMAN STUDENTS: FALL 1971

INTRODUCTION

Traditionally, college students have been classified into status groups determined by the number of credit-hours earned. The categories of freshman, sophomore, junior, and senior were determined by the attainment of equal portions of credit-hours in a cumulative fashion. Cumulative credit-hours and grade point averages have become "standards" by which graduation and success are determined and evaluated. Hence, a college student graduates because of the acquisition of a specified number of credit-hours and a certain grade point average. Success then is defined and determined by the number of graduates. Attrition is conversely determined by the number of students who do not graduate. The phenomenon of not graduating has also been labeled "dropping out."

The junior and community colleges have historically followed the four-year college and university classification system in their categorizing academic students and evaluating success and non-success in terms of graduates and dropouts. However, the junior and community colleges, unlike the senior institutions, more significantly have grown in number, enrollment, and popularity, and hence have become known as the "people's college" with low-costs, easy accessibility, and open-door admissions. Thus, the opportunity for the public to experience post-secondary education has been greatly expanded and those who might not have otherwise qualified for admission to a typical 4-year college or university have been granted access to

higher education.

Admitting these "new-students" into the more flexible educational structure of the junior-community college has brought into question the procedure of evaluating success solely in terms of graduates and non-graduates. Some community-junior college students maintain that their personal goals and needs do not always involve meeting the requirements of the traditional credit-hour freshman or sophomore-standing graduation strategy. Such students are concerned with learning information and obtaining skills which are only remotely connected to the traditional credit-hour accomplishment. But, despite this open-door-flexible function of the junior-community college, the need for the traditional academic transfer programs, which provide the freshmen and sophomore level courses for the 4-year bacculaureate degrees, still persists. An evaluation strategy for assessing the success of the educational experiences of the more varied junior-community college student population, therefore, must take into consideration both the "new student" and the student who intends to transfer to a 4-year college or university. What then would be an adequate, valid and reliable strategy for evaluating student success in an open-door junior-community college educational program?

In an attempt to answer this question, descriptive information regarding student characteristics, endeavors, and accomplishments was sought as a base line from which a more systematic procedure could be developed to evaluate success and attrition. In this regard, three general questions were posed:

1. How can students be described when they enter Hinds Junior College (HJC)?
2. How can students be described while attending HJC?
3. How can students be described after they leave HJC?

PROCEDURE

A random sample of 301 first-time entering freshman students was selected from the total freshman enrollment of 1,569 students for the Fall Semester of 1971. (This sample was approximately 19% of the enrollment for that semester). Descriptive data for eight (8) consecutive semesters (Fall 1971 - Spring 1975) were gathered. The following were recorded for each student in the sample:[1]

1. Sex
2. Major (stated)
3. Summer school attendance
4. American College test Scores (ACT)

The following were recorded for each student by semester:

1. Number of semester hours attempted
2. Number of semester hours completed
3. Quality point average (QPA)
4. If withdrawn from college

The following overall totals were tabulated and recorded:

1. Total hours attempted
2. Total hours completed
3. QPA
4. If graduated (Associated in Arts [A.A.] or Associate in Applied Science [A.A.S.])

FOLLOW-UP QUESTIONNAIRE

A follow-up questionnaire was mailed to each student in the

[1]This information and other pertinent tables are shown in Appendix A.

sample (Appendix B). Approximately 2 weeks after the initial mail-out, a post card reminder was sent to those students who had not returned a questionnaire. Phone calls were made as a second reminder to those who had not returned a questionnaire after 4 weeks.

The responses for each of the items of the follow-up questionnaire were tallied and where applicable averages and percentages were computed. (Table 26)

RESULTS

Each of the categories as described below was formulated based on outcome measures. That is, "Graduates" were labeled so because they had graduated, which meant having completed at least 64 semester hours of course work with a quality point average of 2.0 or better on a 4.0 scale ("C" average or better). Functional Graduates, Attenders, and Withdrawals were formulated in similar fashion based on the number of hours completed as a last record of performance. The completion of a definite quantity of credit-hours was used as criterion factor in establishing the four categories of student outcomes.

GRADUATES & FUNCTIONAL GRADUATES

The initial tabulated results of the data revealed that seventy-two (72) students in the sample had officially graduated from HJC at the end of eight semesters. Fourteen (14) students qualified as graduates but did not officially graduate. These students who did not officially graduate, but who qualified to do

so, were labeled "Functional Graduates."

ATTENDERS

There were one hundred seventy-two (172) students who were designated at "Attenders." Attenders were described by their length of attendance as measured by number of semesters. The forms of expression - $Attender_1$, $Attender_2$, $Attender_3$, . . . $Attender_8$, - were used to describe these students of the sample, with the sub-script number indicating the number of semesters of attendance.

WITHDRAWALS

A total of sixty (60) students withdrew from the College at least one or more times during the 8-semester period. Forty-three (43) of these students who withdrew did not return after their withdrawal. These forty-three (43) students who withdrew and did not return for further work were labeled "Withdrawals."

The remaining seventeen (17) students (of the total 60) had one or more withdrawals from the College during the 8-semester period, but returned at some point to do more course work. The last record of performance of these students therefore indicated a completion of some quantity of credit hours, and were thus labeled as "Attenders."

FOLLOW-UP QUESTIONNAIRE RESULTS

A total of eighty-six (86) usuable follow-up questionnaires were returned, which yielded a 28.57 return rate. Sixty-six (66) of the 86 returned questionnaires were identifiable as to the individual students who returned the questionnaire. The percentage of identifiable returns was 21.93%.

Question 1

In response to question one (1) on the follow-up questionnaire, relative to main purpose in attending HJC, students marked the response - "preparation for further college work leading to a 4-year degree" - with the most frequency. Forty-two (42) students or 48.83% of the eighty-six (86) respondents, marked this item. Seventeen students (17), or 19.76%, marked the item - "preparation for a new career or occupation" - as their main purpose for attending HJC. This was the second most prevalent reason given for attending HJC.

Question 2

Fifty-eight (58) students of the follow-up returns indicated that they had accomplished their purpose for which they attended HJC. Only six (6) students indicated "no" responses to question two and twenty-two (22) marked "partially."

Question 3

The resulting responses to the item - "What was your reason for leaving HJC?" - showed that transferring to another college

was marked with the most frequency (33 times). Twenty-seven (27) students indicated that their reason for leaving was completion of the program in which they were enrolled. This completion of the program was marked with the second highest frequency. Three (3) of the 86 indicated that they were disappointed in the program of study and four (4) students indicated that they could not finance their further education.

Question 4

Thirty-six (36) students showed that they had completed a 4-year degree by the time of the follow-up questionnaire mail-out (Fall 1975). This result was calculated to be 11.96% of the original sample of 301 students or 41.86% of those 86 students returning questionnaires. Thirty-three (33) of the follow-up group were not currently in college. Eleven (11) students were found to be still persisting in the pursuit of a 4-year degree by their responses to Question 4.

Question 5

Of the 86 former students, fifty-nine (59) indicated that they were working full-time with an average number of hours per week of 39.16 . Seven (7) students were working part-time with an average of 17.85 hours per week.

Question 6

Present job titles at the time of the follow-up were listed and compiled from the returned questionnaire. This list was included as Appendix C.

Question 7

Forty-four (44) of the 86 students, who returned follow-up questionnaires, said that they worked while attending HJC. These students on the average worked 23.32 hours per week. Forty (40) indicated that they had not worked while attending HJC. Four (4) students did not respond to this question.

Question 8

Sixteen (16) responding follow-up students felt that their study at HJC prepared them "very-well" for their work and thirty-one (31) indicated "well" in response to question 8 regarding study-as-preparation. Six (6) students responded by marking "poorly."

Question 9

This question - "To what degree did your attendance at HJC help you become a better person"- was answered by the follow-up group with twenty-two (22) students indicating"very much" and forty-nine responding with "moderate amount."

Question 10

Sixty-five (65) students indicated that they had not changed their major while at HJC. Twenty (20) said "yes" to this major change question.

Question 11

Question 11 involved the ranking of ten (10) statements

as to their importance to the former students and their lives. The most clearly indicated response was to the statement - "Getting away from this area of the country." Seventy-three (73) or 84.88% of the respondents said that this was not important to them. Statements ranked high as "very important" were:

-Being successful in my line of work (N=72)

-Finding the right person to marry and having a happy family life (N=67)

-Having strong friendships (N=63)

-Being able to find steady work (N=54)

-Being able to give my children better opportunities than I've had (N=58)

"Being a leader in my community" and "working to correct social and economic inequalities" were two statements that were considered to be "somewhat important" to those responding on the follow-up questionnaire.

Question 12

Similiar to Question 11, Question 12 on the follow-up questionnaire involved the ranking of ten (10) statements in answer to the question: "How important is each of the following to you in selecting a job or career"? The results for Question 12 did not form as clear-cut a pattern as did the results for Question 11.

Those statements ranked as "very important" with considerable frequency were:

-Opportunities to be helpful to others or useful to society (N=50)

-Opportunities to work with people rather than things (N-47)

-Opportunities to be original and creative (N=44)

Statements receiving a considerable number of marks as "Somewhat Important" were:

-Making lots of money (N-45)

-Freedom from supervision in my work (N-44)

-The chance to be a leader (N=42)

FOLLOW-UP RESULTS OF OUTCOME CATEGORIES - GRADUATES, FUNCTIONAL GRADUATES, ATTENDERS, AND WITHDRAWALS

The follow-up questionnaires were separated into the categories formed by the descriptive outcome measures in the first part of this study. The purpose of this was to see if there were any differences in the groups designated as Graduates, Functional Graduates, Attenders, and Withdrawals. The number of returned follow-up questionnaires for each group was as follows:

Category	Number
Graduates	24
Functional Graduates	4
Attenders	29
Withdrawals	7
Unidentified	22
TOTAL	86

Results for each item and category were displayed in Table 27. Sixty-four (64) of the follow-up questionnaires were cast into the four (4) outcome categories. Twenty-two (22) of the

questionnaires could not be identified as to category (students marked out or otherwise distorted identifying number) and so were not used in the comparison of the follow-up results for each category.

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APPENDIX A

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Copy of Follow-Up Cover Letter and Follow-Up Questionnaire

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APPENDIX A

TABLE 1 - Total Sample Description

DESCRIPTOR	NUMBER/MEASURE	PERCENT
Total in Category	301	100.00
Males	167	55.48
Females	134	44.52
ACT Composite Score:		
Range	6 - 29	-
Mean Score	17.33	-
Mean # Semester Hours Attempted	43.98	-
Mean # Semester Hours Completed	41.70	-
QPA: Range	0 - 4.0	-
Mean	2.20	-
Summer School:		
Number Attending	50	16.61
Mean # Sem. Hrs. Completed	8.84	-
Mean Number of Semesters Attended	3.08	-

TABLE 2 - Description by Length of Attendance*

Number of Semesters	Number of Students	Percent** of Sample N=301
1	46	15.28
2	73	24.25
3	32	10.63
4	120	39.86
5	20	6.64
6	09	2.99
7	01	0.33
8	00	0.00
TOTAL	301	
Mean Length of Attendance	3.08 Semesters	

*Excluding Summer and Evening School Attendance

**Total percent less than 100% due to rounding

GRAPH 1 - LENGTH OF ATTENDANCE

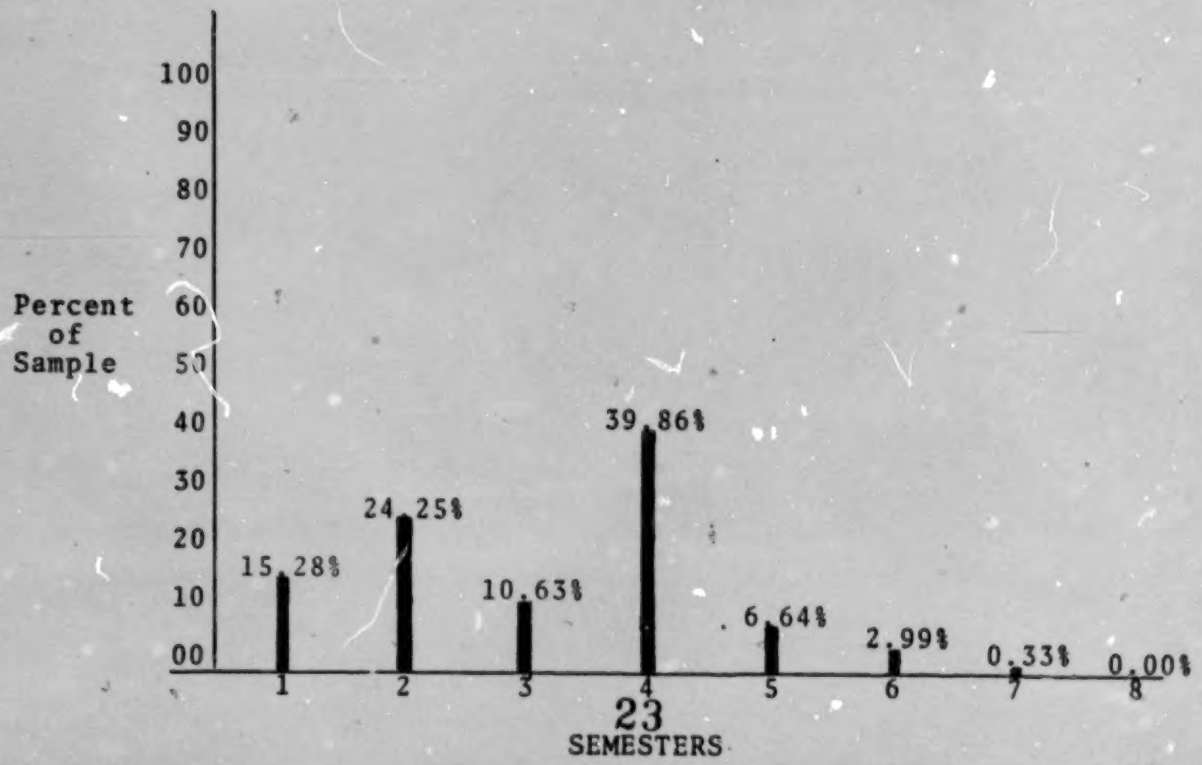


TABLE 3

RANK ORDER
STATED MAJORS OF STUDENTS SAMPLE: (N= 301)

Major	N	%
General	90	29.90
No major	22	7.30
Business	22	7.30
Education	13	4.31
Nursing	13	4.31
Secretarial Sci.	12	3.98
Pre-Medicine	11	3.65
Engineering	12	3.98
Pre- Law	8	2.65
Health & P.E.	5	1.66
Liberal Arts	5	1.66
Music	5	1.66
Sociology	5	1.66
Accounting	4	1.32
Drafting	4	1.32
Electronics	4	1.32
History	4	1.32
Home Economics	4	1.32
Inhalation Theory	4	1.32
Art	3	0.99
Data Processing	3	0.99
Forestry	3	0.99
Math	3	0.99
Police Science	3	0.99
Pre-Pharmacy	3	0.99
Psychology	3	0.99
X-Ray Tech.	3	0.99
Agriculture	2	0.66
Biology	2	0.66
Commercial Art	2	0.66
Dentistry	2	0.66
Electricity	2	0.66
Journalism	2	0.66
Technical	2	0.66
Chemistry	1	0.33
Cyto-Tech.	1	0.33
Dental Hygiene	1	0.33
English	1	0.33
Game Manage.	1	0.33
Geology	1	0.33
Livestock Tech.	1	0.33
Med. Lab. Tech.	1	0.33
Med. Records	1	0.33
Merchandising	1	0.33
Off. Mach. Rep.	1	0.33

TABLE 3 Continued

Major	N	%
Political Sci.	1	0.33
Stenography	1	0.33
Religious Ed.	1	0.33
Vet. Science	1	0.33
Vocational	1	0.33

TABLE 4 - Student Categories

Category	Number	Percent of Sample
Graduates	72	23.92
Functional Graduates	14	4.65
Attenders	172	57.14
Withdrawals	43	14.28
TOTAL	301	

COMPARISON OF STUDENT CATEGORIES BY PERCENT

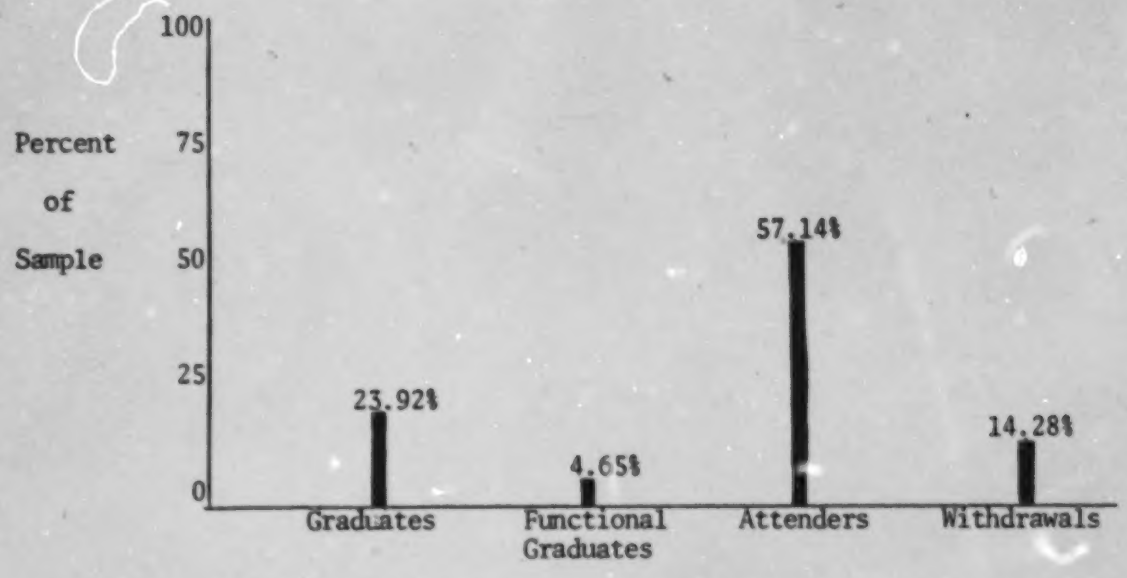


TABLE 5 - HJC Graduates

DESCRIPTOR	NUMBER/MEASURE	PERCENT
Total in Category	72	23.92 of 301
Males	28	38.88 of 72
Females	44	61.11 of 72
ACT: Range	11 - 29	
Mean Score	19.02	
Hours Attempted: Mean	67.40	
Hours Completed: Mean	67.08	
QPA: Range	2.0 - 4.0	
Mean	2.90	
Summer School: Number Attending	24	33.33 of 72
Mean hrs. comp.	9.58	
Withdrew but returned	02	2.77 of 72
Mean Length of Attendance	4.09 semesters	
Number of A.A. Degrees	49	68.05
Number of A.A.S. Degrees	23	31.94

TABLE 6 - STATED MAJORS OF HJC GRADUATES

Major	N	%
General	22	30.55
No Major	6	8.33
Business	3	4.16
Education	4	5.55
Nursing	1	1.38
Secretarial Sci	7	9.72
Pre-Medicine	3	4.16
Engineering	1	1.38
Pre-Law	3	4.16
Health & P.E.	0	0.00
Liberal Arts	2	2.77
Music	1	1.38
Sociology	1	1.38
Accounting	1	1.38
Drafting	1	1.38
Electronics	0	0.00
History	1	1.38
Home Economics	2	2.77
Inhalation Therapy	0	0.00
Art	0	0.00
Data Process.	2	2.77
Forestry	1	1.38
Math	1	1.38
Police Sci.	1	1.38
Pre-Pharmacy	1	1.38
Psychology	1	1.38
X-Ray Tech.	2	2.77
Agriculture	1	1.38
Biology	0	0.00
Commercial Art	0	0.00
Dentistry	0	0.00
Electricity	0	0.00
Journalism	0	0.00
Technical	0	0.00
Chemistry	0	0.00
Cyto-Tech	1	1.38
Dental Hygiene	0	0.00
English	0	0.00
Game Management	0	0.00
Geology	0	0.00
Livestock Tech.	1	1.38
Med.Lab.	0	0.00
Med. Rec.	0	0.00
Merchand.	0	0.00
Office Machine Repair	0	0.00
Political Science	0	0.00
Stenography	0	0.00
Religious Ed.	1	1.38
Vet. Sci	0	0.00
Vocational	0	0.00

NOTE: Majors in this table were listed using the same listing of the stated majors rank order of the stated majors of total sample as found in Table 3.

TABLE 7 - FUNCTIONAL HJC GRADUATES*

DESCRIPTOR	NUMBER/MEASURE	PERCENT
Total in Category	14	4.65 of 301
Males	10	71.42 of 14
Females	04	28.57 of 14
ACT: Range	14 - 26	
Mean Score	19.50	
Hours Attempted: Mean	69.07	
Hours Completed: Mean	68.64	
QPA: Range	2.2 - 3.5	
Mean	2.85	
Summer School: Number Attended	05	35.71 of 14
Mean # Sem. Hrs. Att.	10.20	
Withdrew but returned	01	7.14 of 14
Mean length of Attendance	4.14 semesters	

* ALL QUALIFIED FOR A.A. DEGREES

TABLE 8 - STATED MAJORS OF FUNCTIONAL HJC GRADUATES

Major	N	%	Major	N	%
General	3	21.42	Psychology	0	
No Major	1	7.14	X-Ray Tech.	0	
Business	1	7.14	Agriculture	0	
Education	0		Biology	0	
Nursing	0		Commercial Art	0	
Sec. Sci.	0		Dentistry	1	7.14
Pre-Med	0		Electricity	0	
Engineering	0		Journalism	0	
Pre-Law	0		Technical	0	
Health & P.E.	1	7.14	Chemistry	0	
Liberal Arts	0		Cyto-Tech.	0	
Music	1	7.14	Dental Hygiene	0	
Sociology	0		English	1	7.14
Accounting	2	14.28	Game Manage.	0	
Drafting	0		Geology	0	
Electronics	0		Livestock Tech.	0	
History	1	7.14	Med. Lab	0	
Home Ec.	0		Med.Records	0	
Inhalation Therapy	0		Merchandising	0	
Art	1	7.14	Off. Mach Repair	0	
Data Process.	0		Political Sci.	1	7.14
Forestry	0		Stenography	0	
Math	0		Religious Ed.	0	
Police Sci.	0		Vet. Sci.	0	
Pre-Pharmacy	0		Vocational	0	

NOTE: Majors in this table were listed using the same listing of the stated majors rank order of the stated majors of total sample as found in Table 3.

TABLE 9 - HJC GRADUATES & FUNCTIONAL GRADUATES COMBINED

DESCRIPTOR	NUMBER/MEASURE	PERCENT
Total in Category	86	28.57 of 301
Males	38	44.18 of 86
Females	48	55.81 of 86
ACT Composite Score:		
Range	11 - 29	
Mean Score	19.10	
Sem. Hrs. Attempted: Mean	67.67	
Sem. Hrs. Completed: Mean	67.33	
QPA: Range	2.0 - 4.0	
Mean	2.89	
Summer School: # Attending	29	33.72 of 86
Mean Sem. Hrs. Completed	9.68	
Withdrew but returned	03	3.48 of 86
Mean Length of Attendance	4.10	

TABLE 10 - Attenders - Total

DESCRIPTOR	NUMBER/MEASURE	PERCENT
Total in Category	172	57.14 of 301
Males	97	56.39 of 172
Females	75	43.60 of 172
ACT Composite:		
Range	6 - 29	
Mean Score	16.56	
Sem. Hrs. Attempted: Mean	37.55	
Sem. Hrs. Completed: Mean	34.79	
QPA: Range	0.3 - 4.0	
Mean	2.12	
Summer School: # Attending	17	9.88 of 172
Mean Sem. Hrs. Completed	6.23	
Withdrew but returned	14	8.13 of 172
Mean Length of Attendance	2.73 semesters	

TABLE 11 - STATED MAJORS OF ATTENDERS

Major	N	%	Major	N	%
General	54	31.40	Psychology	2	1.16
No Major	11	6.40	X-Ray Tech.	1	0.58
Business	14	8.14	Agriculture	1	0.58
Education	7	4.07	Biolgoy	1	0.58
Nursing	9	5.23	Comm. Art	2	1.16
Sec. Sci.	5	2.91	Dentistry	1	0.58
Pre-Med	7	4.07	Electricity	0	0.00
Engineering	11	6.39	Journalism	2	1.16
Pre-Law	4	2.33	Technical	1	0.58
Health & P.E.	4	2.33	Chemistry	1	0.58
Liberal Arts	3	1.74	Cyto-Tech.	0	0.00
Music	3	1.74	Dental Hygiene	1	0.58
Sociology	2	1.16	English	0	0.00
Accounting	1	0.58	Game Manage.	1	0.58
Drafting	0	0.00	Geology	1	0.58
Electronics	2	1.16	Livestock Tech.	0	0.00
History	1	0.58	Med. Lab.	1	0.58
Home Ec.	2	1.16	Med. Records	1	0.58
Inhalation Ther.	3	1.74	Merchandising	1	0.58
Art	0	0.00	Off. Mach. Repair	1	0.58
Data Process.	1	0.58	Political Sci.	0	0.00
Forestry	1	0.58	Stenography	1	0.58
Math	2	1.16	Religious Ed.	0	0.00
Police Sci.	1	0.58	Vet. Sci.	1	0.58
Pre-Pharmacy	2	1.16	Vocational	1	0.58

NOTE: Majors in this table were listed using the same listing of the stated majors rank order of the stated majors of total sample as found in Table 3.

TABLE 12 - Attenders$_1$

DESCRIPTOR	NUMBER/MEASURE	PERCENT
Total in Category	28	9.30 of 301
Males	19	67.86 of 28
Females	09	32.14 of 28
ACT Composite Score:		
Range	6 - 26	
Mean Score	14.85	
Sem. Hrs. Attempted: Mean	11.32	
Sem. Hrs. Completed: Mean	8.53	
QPA: Range	0.3 - 3.8	
Mean	1.50	
Summer School: # Attending	0	0
Mean Sem. Hrs. Completed	0	
Withdrew but returned	02	7.14 of 28

TABLE 13 - Attenders$_2$

DESCRIPTOR	NUMBER/MEASURE	PERCENT
Total in Category	63	20.93 of 301
Males	24	38.09 of 63
Females	39	61.90 of 63
ACT Composite Score:		
Range	6 - 29	
Mean Score	17.30	
Sem. Hrs. Attempted: Mean	29.06	
Sem. Hrs. Completed: Mean	26.95	
QPA: Range	0.3 - 3.6	
Mean	2.28	
Summer School: # Attending	03	4.76 of 63
Mean Sem. Hrs. Completed	8.33	
Withdrew but returned	02	3.17 of 63

TABLE 14 - Attenders$_3$

DESCRIPTOR	NUMBER/MEASURE	PERCENT
Total in Category	22	7.30 of 301
Males	13	59.09 of 22
Females	09	40.90 of 22
ACT Composite Score:		
Range	8 - 27	
Mean Score	16.68	
Sem. Hrs. Attempted: Mean	42.00	
Sem. Hrs. Completed: Mean	37.72	
QPA: Range	1.0 - 4.0	
Mean	3.10	
Summer School: # Attending	05	22.72 of 22
Mean Sem. Hrs. Completed	4.6	
Withdrew but returned	01	4.54 of 22

TABLE 15 - Attenders$_4$

DESCRIPTOR	NUMBER/MEASURE	PERCENT
Total in Category	49	16.27 of 301
Males	34	69.38 of 49
Females	15	30.61 of 49
ACT Composite Score:		
Range	6 - 26	
Mean Score	16.77	
Sem. Hrs. Attempted: Mean	56.36	
Sem. Hrs. Completed: Mean	53.95	
QPA: Range	1.1 - 3.5	
Mean	2.27	
Summer School: # Attending	06	12.24 of 49
Mean Sem. Hrs. Completed	5.83	
Withdrew but returned	03	6.12 of 49

TABLE 16 - Attenders$_5$

DESCRIPTOR	NUMBER/MEASURE	PERCENT
Total in Category	06	1.99 of 301
Males	04	66.66 of 06
Females	02	33.33 of 06
ACT Composite Score:		
Range	11 - 23	
Mean Score	18.33	
Sem. Hrs. Attempted: Mean	62.66	
Sem. Hrs. Completed: Mean	58.33	
QPA: Range	1.7 - 3.6	
Mean	2.36	
Summer School: # Attending	02	33.33 of 06
Mean Sem. Hrs. Completed	10	
Withdrew but returned	03	50.00 of 06

TABLE 17 - Attenders$_6$

DESCRIPTOR	NUMBER/MEASURE	PERCENT
Total in Category	04	1.32 of 301
Males	03	75.00 of 04
Females	01	25.00 of 04
ACT Composite Score:		
Range	10 - 22	
Mean	15.50	
Sem. Hrs. Attempted: Mean	62.5	
Sem. Hrs. Completed: Mean	56.00	
QPA: Range	1.6 - 2.6	
Mean	1.92	
Summer School: # Attending	01	25.00 of 04
Mean Sem. Hrs. Completed	3.00	
Withdrew but returned	03	75.00 of 04

TABLE 18 - Withdrawals

DESCRIPTOR	NUMBER/MEASURE	PERCENT
Total in Category	43	14.28 of 301
Males	32	74.41 of 43
Females	11	25.58 of 43
ACT Composite Score:		
Range	8 - 25	
Mean Score	16.52	
Sem. Hrs. Attempted: Mean	22.30	
Sem. Hrs. Completed: Mean	18.06	
QPA: Range	0.0 - 3.0	
Mean	1.10	
Summer School: # Attending	04	9.30 of 43
Mean Sem. Hrs. Completed	10.75	
Mean Length of Attendance	2.46 Semesters	

TABLE 19 - STATED MAJORS OF WITHDRAWALS

Major	N	%	Major	N	%
General	11	25.58	X-Ray Tech.	0	0.00
No Major	4	9.30	Agriculture	0	0.00
Business	4	9.30	Biology	1	2.32
Education	2	4.65	Comm. Art	0	0.00
Nursing	3	6.97	Dentistry	0	0.00
Sec. Sci.	0	0.00	Electricity	2	4.65
Pre-Med	1	2.32	Journalism	0	0.00
Engineering	0	0.00	Technical	1	2.32
Pre-Law	1	2.32	Chemistry	0	0.00
Health & P.E.	0	0.00	Cyto-Tech.	0	0.00
Liberal Arts	0	0.00	Dental Hygiene	0	0.00
Music	0	0.00	English	0	0.00
Sociology	2	4.65	Game Manage.	0	0.00
Accounting	0	0.00	Geology	0	0.00
Drafting	3	6.97	Livestock Tech.	0	0.00
Electronics	2	4.65	Med. Lab.	0	0.00
History	1	2.32	Med. Rec.	0	0.00
Home Ec.	0	0.00	Merchandising	0	0.00
Inhalation Therapy	1	2.32	Office Mach. Repair	0	0.00
Art	2	4.65	Political Sci.	0	0.00
Data Process.	0	0.00	Stenography	0	0.00
Forestry	1	2.32	Religious Ed.	0	0.00
Math	0	0.00	Vet. Sci.	0	0.00
Police Sci.	1	2.32	Vocational	0	0.00
Pre-Pharmacy	0	0.00			
Psychology	0	0.00			

NOTE: Majors in this table were listed using the same listing of the stated majors rank order of the stated majors of total sample as found in Table 3.

TABLE 20 - Comparison of HJC Categories by Sex

Category	(N)	Number Males	Percent Males	Number Females	Percent Females
Graduates	72	28	38.88	44	61.11
Functional Graduates	14	10	71.42	04	28.57
Attenders	172	97	56.39	75	43.60
Withdrawals	43	32	74.41	11	25.58
TOTAL	301				

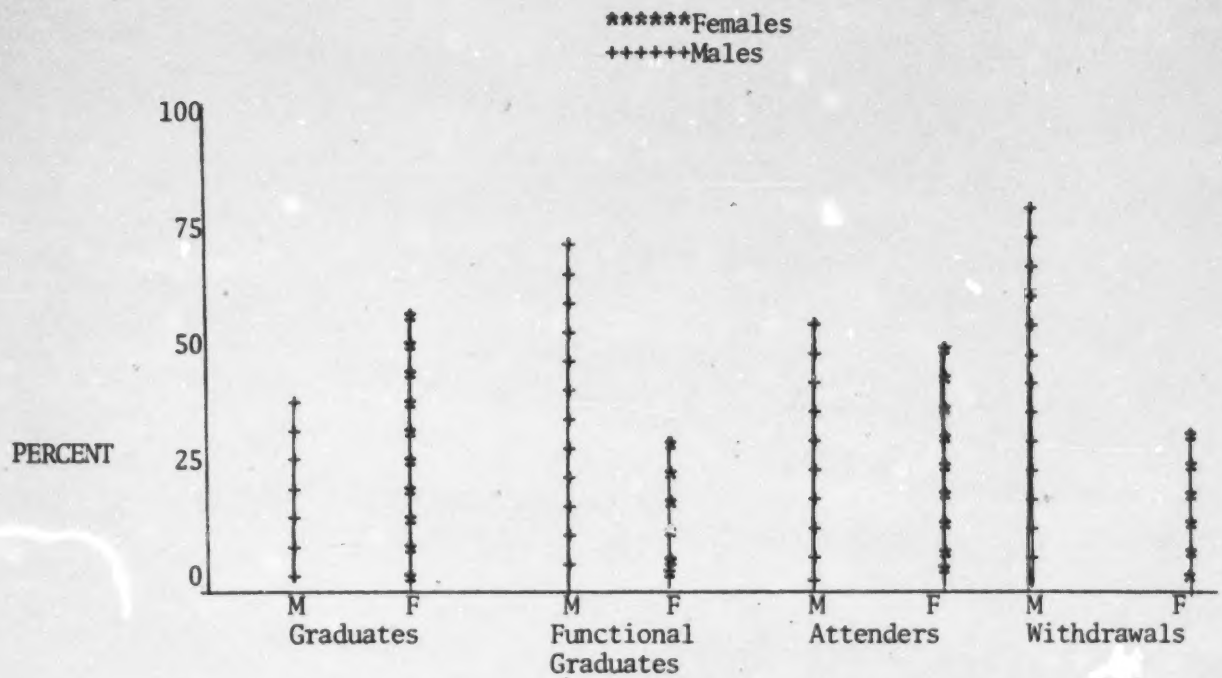


TABLE 21 - Comparison of ACT Composite Scores

Category	Number	Range	Mean Score
Graduates	70	11 - 29	19.02
Functional Graduates	14	14 - 26	19.50
Attenders	171	6 - 29	16.56
Withdrawals	42	8 - 25	16.52
TOTAL	297*	6 - 29	17.33

*Total does not equal sample size (301), since four (4) students had no recorded ACT score.

GRAPH OF RANGE OF ACT COMPOSITE SCORES

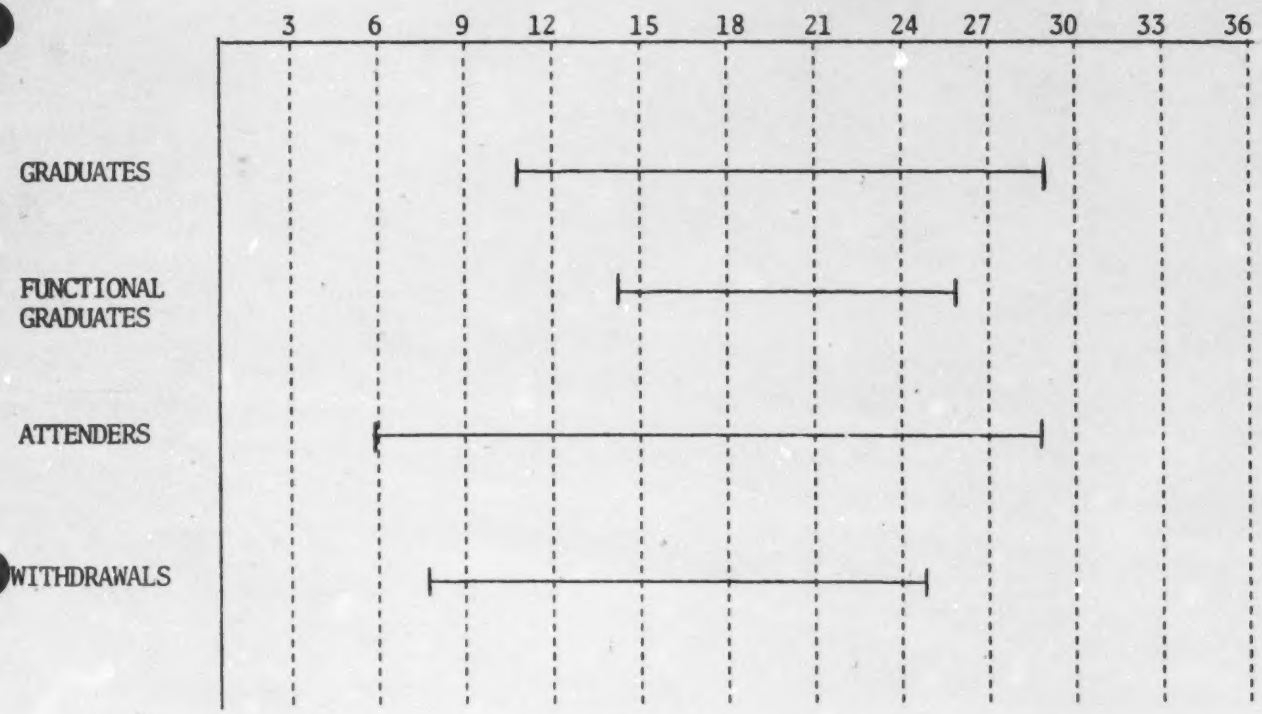


TABLE 22

Comparison of the Mean Number of Semester Hours Attempted and Semester Hours Completed in Eight (8) Semesters*

Category	($\bar{X}_1$) Mean Hours Attempted	($\bar{X}_2$) Mean Hours Completed	($\bar{X}_1 - \bar{X}_2$) Difference in Means
Graduates	67.40	67.08	0.32
Functional Graduates	69.07	68.64	0.43
Attenders	37.55	34.74	2.76
Withdrawals	22.30	18.06	4.24

*NOTE: Does not reflect hours dropped. This is due to the fact that hours dropped with a grade of "W" are not used in the computation of hours attempted or hours completed on the college transcript at HJC. Hence the difference between hours attempted and hours completed is not a "true difference"

TABLE 23 - Comparison of QPA

Category	Range	Mean QPA
Graduates	2.0 - 4.0	2.90
Functional Graduates	2.2 - 3.5	2.85
Attenders	0.3 - 4.0	2.12
Withdrawals	0.0 - 3.0	1.10
TOTALS	0.0 - 4.0	2.20

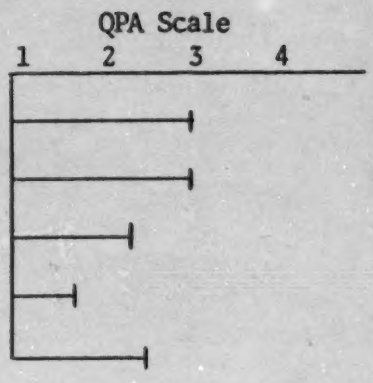
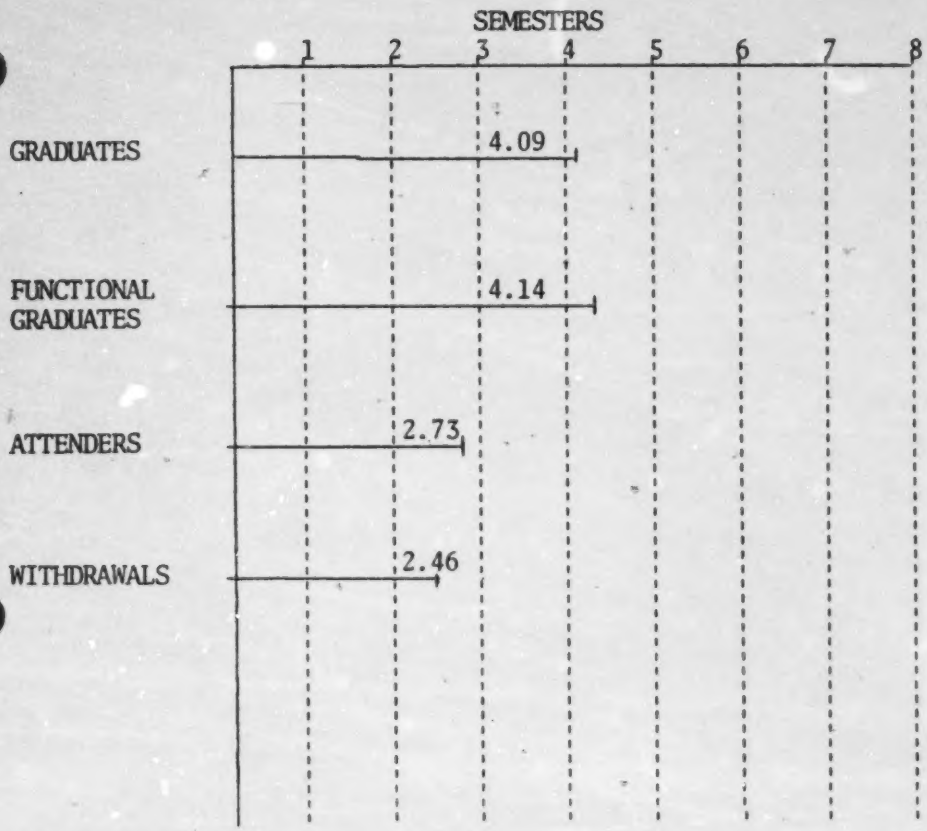


TABLE 24 - Comparison of Summer School Attendance

Category	Number	Percent of Category	Mean Hours Completed
Graduates	24	33.33 of 72	9.58
Functional Graduates	05	35.71 of 14	10.20
Attenders	17	9.88 of 172	6.23
Withdrawals	04	9.30 of 43	10.75
TOTALS	50	16.61 of 301	8.84

TABLE 25- Comparison by Length of Attendance

Category	Mean Length of Attendance
Graduates	4.09 semesters
Functional Graduates	4.14 semesters
Attenders	2.73 semesters
Withdrawals	2.46 semesters
TOTAL SAMPLE	3.08 semesters



APPENDIX B

Hinds Junior College
Raymond, Mississippi 39154

Office of
ACADEMIC DEAN

March 29, 1976

Dear Former Student,

Hinds Junior College needs your help in gathering information from former students like yourself. We would like to know what you are doing now as well as what you think of the College. As a former student you are a very good source of information about how the College is fulfilling its purposes in this community.

Please complete the attached questionnaire and return it within a week in the self-addressed envelope. All information will be kept confidential and will be used only in summary form so that no person will be identified. The results will assist us in our constant efforts to improve the College.

We appreciate your help very much in this project. If we can assist you in the future, please contact us.

Sincerely,

Mike Rabalais

Mike Rabalais
Academic Dean

MJR/lo

enclosures

HINDS JUNIOR COLLEGE
SURVEY OF FORMER STUDENTS

Please answer each of the following questions as they most apply to you. Be as honest and direct in your answers as possible so we can be confident of the accuracy of the information.

1. What was your main purpose in attending Hinds Junior College? (Check only one)

_____had no purpose

_____upgrade for my job

_____personal development

_____preparation for a new career or occupation

_____preparation for further college work leading to a 4-year degree

_____my parents wanted me to attend

_____other (give your reason)_____

_____

2. Do you feel that you accomplished your purpose for which you attended Hinds Junior College?

_____yes

_____no

_____partially

3. What was your reason for leaving HJC? (Check only one)

_____left, came back and presently enrolled

_____became ill or injured

_____completed the program in which I was enrolled

_____completed all the courses I intended to take

_____disappointed in the program of study

_____found the courses too difficult

_____transferred to another college (which college?_____)

_____could not finance my further education

_____wanted to work full-time

_____got married

_____other (describe)_____

4. Present college status: (check only one)

_____not currently in college

_____in-service or on the job training

_____part-time work and working toward a 4-year degree (name of college)_____

_____

_____full-time work and working toward a 4-year degree (name of college_____

_____

_____completed 4-year degree (name of college)_____

5. If presently working, indicate the description which applies to your status:

_____full-time _____number of hours/week

_____part-time _____number of hours/week

6. What is your present job title, if you work?_____

7. Did you work while attending HJC? _____no _____yes If yes, how much?

_____hours per week

8. How well did your study at HJC prepare you for your work?

_____very well _____well _____fairly well _____poorly _____ does not apply, not working

9. To what degree did your attendance at HJC help you become a better person? (check one)

_____very much _____moderate amount _____very little _____none

10. Did you change your major while at HJC? _____no _____yes If yes, what did you change to?_____

11. How important is each of the following to you in your life? (circle one number for each statement)

	Not Important	Somewhat Important	Very Important
Being successful in my line of work	1	2	3
Finding the right person to marry and having a happy family life	1	2	3
Having lots of money	1	2	3
Having strong friendships	1	2	3
Being able to find steady work	1	2	3
Being a leader in my community	1	2	3
Being able to give my children better opportunities than I've had	1	2	3
Living close to parents and relatives	1	2	3
Getting away from this area of the country	1	2	3
Working to correct social and economic inequalities	1	2	3

12. How important is each of the following to you in selecting a job or career? (circle one number for each statement)

	Not Important	Somewhat Important	Very Important
Making a lot of money	1	2	3
Opportunities to be original and creative	1	2	3
Opportunities to be helpful to others or useful to society	1	2	3
Avoiding a high-pressure job that takes too much out of you	1	2	3
Living and working in the world of ideas	1	2	3
Freedom from supervision in my work	1	2	3
Oportunities for moderate but steady progress rather than the chance of extreme success or failure	1	2	3
The chance to be a leader	1	2	3
Opportunities to work with people rather than things	1	2	3
Having a position that is looked up to by others	1	2	3

APPENDIX C

TABLE 26 - RESULTS OF FOLLOW-UP SURVEY

N =(86)

1. What was your main purpose in attending Hinds Junior College? (Check only one)

   3 had no purpose

   6 upgrade for my job

   16 personal development

   17 preparation for a new career or occupation

   42 preparation for further college work leading to a 4-year degree

   5 my parents wanted me to attend

   3 other (give your reason)_____

   _____

2. Do you feel that you accomplished your purpose for which you attended Hinds Junior College?

   58 yes

   6 no

   22 partially

3. What was your reason for leaving HJC? (Check only one)

   1 left, came back and presently enrolled

   1 became ill or injured

   27 completed the program in which I was enrolled

   5 completed all the courses I intended to take

   3 disappointed in the program of study

   0 found the courses too difficult

   33 transferred to another college (which college?_____)

   4 could not finance my further education

   10 wanted to work full-time

   5 got married

   5 other (describe)_____

4. Present college status: (check only one)

33 not currently in college

2 in-service or on the job training

6 part-time work and working toward a 4-year degree (name of college)_____

_____

5 full-time work and working toward a 4-year degree (name of college_____

_____

36 completed 4-year degree (name of college)_____

5. If presently working, indicate the description which applies to your status:

59 full-time $\bar{X}$=39.16 number of hours/week

7 part-time $\bar{X}$=17.85 number of hours/week

1 - not working
19 - no response

6. What is your present job title, if you work?_____

7. Did you work while attending HJC? 40 no 44 yes If yes, how much?

$\bar{X}$=23.32 hours per week 2 - no response

8. How well did your study at HJC prepare you for your work?

16 very well 31 well 19 fairly well 6 poorly 13 does not apply, not working

9. To what degree did your attendance at HJC help you become a better person? (check one)

22 very much 49 moderate amount 9 very little 5 none 1-no response

10. Did you change your major while at HJC? 65 no 20 yes If yes, what did you change to?_____ 1 - no response

11. How important is each of the following to you in your life? (circle one number for each statement)

	Not Important	Somewhat Important	Very Important
Being successful in my line of work	1- 01	2 - 13	3 - 72
Finding the right person to marry and having a happy family life	1- 04	2 - 15	3 - 67
Having lots of money	1- 27	2 - 44	3 - 14
Having strong friendships	1- 02	2 - 21	3 - 63
*Being able to find steady work.	1- 05	2 - 25	3 - 54
*Being a leader in my community.	1- 25	2 - 43	3 - 16
Being able to give my children better opportunities than I've had.	1- 06	2 - 22	3 - 58
*Living close to parents and relatives	1- 26	2 - 44	3 - 14
Getting away from this area of the country.	1- 73	2 - 09	3 - 04
Working to correct social and economic inequalities	1- 20	2 - 45	3 - 21

*Note: Row total is less than 86 due to no response(s) for this item.

12. How important is each of the following to you in selecting a job or career? (circle one number for each statement)

	Not Important	Somewhat Important	Very Important
*Making a lot of money	1 - 17	2 - 45	3 - 11
*Opportunities to be original and creative	1 - 07	2 - 29	3 - 44
*Opportunities to be helpful to others or useful to society	1 - 03	2 - 32	3 - 50
*Avoiding a high-pressure job that takes too much out of you	1 - 29	2 - 35	3 - 20
*Living and working in the world of ideas	1 - 08	2 - 36	3 - 38
*Freedom from supervision in my work	1 - 17	2 - 44	3 - 24
Oportunities for moderate but steady progress rather than the chance of extreme success or failure	1 - 13	2 - 37	3 - 36
*The chance to be a leader	1 - 25	2 - 42	3 - 16
*Opportunities to work with people rather than things	1 - 08	2 - 30	3 - 47
*Having a position that is looked up to by others	1 - 20	2 - 35	3 - 32

*Note: Row total is less than 86 due to no response(s) for this item.

TABLE 27 - COMPARISON OF FOLLOW-UP RESULTS BY STUDENT CATEGORY

N = 64

QUESTION/ITEM	GRADUATES		FUNCTIONAL GRADUATES		ATTENDERS		WITHDRAWALS	
	N	%	N	%	N	%	N	%
1. Main purpose in attending HJC?								
-Had no purpose								
-Upgrade my job					1	3.33	2	20.00
-Personal Development					6	20.00	3	30.00
-Preparation-New Career/occ.	2	8.33			3	10.00	1	10.00
-Preparation-4-yr. degree	19	79.16	3	75.00	18	60.00	2	20.00
-Parents wanted me to attend	2	8.33	1	25.00			2	20.00
-Other:	1	4.16			2	6.66		
-No Response					*		*	
2. Feel your purpose accomplished?								
-Yes	21	87.50	4	100	16	55.17	2	28.57
-No					4	13.79	2	28.57
-Partially	3	12.50			9	31.03	3	42.85
-No Response								
3. Reason for leaving HJC?								
-Left, came back					1	2.77		
-Ill or injured					1	2.77		
-Completed program	14	58.33			3	8.33	1	12.50
-Completed courses intended					3	8.33		
-Disappointed in program					2	5.55		
-Course too difficult								
-Transferred to another college	9	37.50	4	100	14	38.88		
-Could not finance					2	5.55	2	25.00
-To work full-time					5	13.88	2	25.00
-Got married					3	8.33	1	12.50
-Other:					2	5.55	2	25.00
-No response	1	4.16			*		*	

*Total = more than number in category due to multiple responses

TABLE 27 - COMPARISON OF FOLLOW-UP RESULTS BY STUDENT CATEGORY

QUESTION/ITEM	GRADUATES		FUNCTIONAL GRADUATES		ATTENDERS		WITHDRAWALS	
	N	%	N	%	N	%	N	%
4. Present college status								
-Not currently in college	5	20.83			11	37.93	4	57.14
-In service/on job training	1	4.16	1	25.00				
-Part-time working/college	1	4.16			4	13.79	1	14.28
-Full-time working/college					3	10.34		
-Completed 4-yr degree	17	70.83	3	75.00	9	31.03		
-Other:								
-Full-time college					2	6.89		
-No response							2	28.57
5. Present work								
-Full-time	19	79.16	1	25.00	17	58.62	6	85.71
Mean hrs./week	(40.94)		(40.00)		(42.07)		(43.00)	
-Part-time	1	4.16	2	50.00	1	3.44	1	14.28
Mean hrs./week	(22.50)		(9.00)		(16.00)		(30.00)	
-Not working	4	16.66						
-No response			1	25.00	11	37.93		
6. Present job titles (Separate Page - Titles Listed)								
7. Working while attending HJC?								
-No	15	62.50	1	25.00	13	44.82	1	14.28
-Yes	9	37.50	3	75.00	15	51.72	5	71.42
Mean hrs./week	(20.12)		(10.00)		(28.64)		(27.00)	
-No response					1	3.44	1	14.28
8. Study-HJC as preparation for work?								
-Very well	6	25.00			4	13.79	1	14.28
-Well	9	37.50	2	50.00	11	37.93	2	28.57
-Fairly Well	6	25.00	1	25.00	2	6.89	2	28.57
-Poorly	1	4.16			5	17.24		
-Does not apply	2	8.33	1	25.00	6	20.68	1	14.28
-No response					1	3.44	1	14.28

TABLE 27 - COMPARISON OF FOLLOW-UP RESULTS BY STUDENT CATEGORY

QUESTION/ITEM	GRADUATES		FUNCTIONAL GRADUATES		ATTENDERS		WITHDRAWALS	
	N	%	N	%	N	%	N	%
9. Attendance HJC-A better Person?								
-Very Much	8	33.33	1	25.00	7	24.13	1	14.28
-Moderate Amount	15	62.50	2	50.00	15	51.72	4	57.14
-Very Little	1	4.16	1	25.00	5	17.24	1	14.28
-None					1	3.44	1	14.28
-No Response					1	3.44		
10. Change of major while at HJC?								
-No	16	66.66	2	50.00	24	82.75	7	100
-Yes	8	33.33	2	50.00	4	13.79		
-No Response					1	3.44		
Important Life Statements	MEAN RATING							
	3-Very Important		2-Somewhat Important		1-Not Important			
-Being successful-my-line-work	2.86		2.75		2.83		3.00	
-Right Marriage/happy family life	2.82		2.25		2.70		2.85	
-Lots of money	2.00		1.50		1.69		2.42	
-Strong friendships	2.69		2.75		2.74		2.71	
-Steady work	2.56		2.50		2.20		2.85	
-Leader in community	2.08		2.00		1.75		1.57	
-Children better opportunities	2.73		2.50		2.45		3.00	
-Close to parents/relatives	1.82		1.75		1.80		2.28	
-Getting away from area/country	1.21		1.00		1.16		1.28	
-Correct social/economic inequalities	1.95		2.25		2.00		2.00	
12. Important job/career statements:								
-Making lots of money	1.95		1.50		2.00		1.87	
-Original and Creative	2.30		2.75		2.28		2.36	
-Helpful to others/society	2.60		2.50		2.14		2.61	
-Avoiding high pressure jobs	1.78		2.00		2.28		1.80	
-World of ideas	2.08		2.75		2.42		2.40	
-Freedom from supervision	1.86		2.00		2.42		2.22	
-Moderate progress vs. extreme success	2.26		1.50		2.42		2.38	

TABLE 27 - COMPARISON OF FOLLOW-UP RESULTS BY STUDENT CATEGORY

QUESTION/ITEM	GRADUATES		FUNCTIONAL GRADUATES		ATTENDERS		WITHDRAWALS	
	N	%	N	%	N	%	N	%
12. - continued								
-Be a leader		1.82		1.50		2.00		1.96
-Work with people vs. things		2.65		2.00		2.57		2.22
-Position/looked up to/others		2.43		1.50		1.85		2.00

6. Present Job Titles:

Graduates (N-24)	Functional Graduates (N-4)	Attenders (N=29)	Withdrawals (N=7)
Clerk	Display Trimmer	Teacher	Secretary
Parts Man	Prof./Graduates	Burglar Alarm Tech.	Insurance Sales
Elementary Teacher (2)	Students (3)	Warehouse Man	Sales Clerk
Office Services Super.		Maint. Repairman	Cashier/Clerk/Mgr.
Fireman Trainee		Sales Engineer	Mill Superintendent
Accountant		1260 Proof Oper.	Screen Printer/ Pressman
Group Clerk-IRS		Elementary Teacher	
Recreation Super.		Laborer	
Divisional Secretary		Vet. Spec.-USAF	No Response (1)
Office Clerk		Housewife	
Math Teacher		Special Agent	
Prof./Graduate Stu. (2)		Secretary	
Teacher/Coach		Army - 2nd Ltd.	
Social Work Statist.		Dietitian Trainee	
Registered Nurse		Receptionist-Medical	
Accounting Stat.Clerk		Buyer/Asst.Mgr.- Shop	
Engineering Draftsman		Vice Pres.-Operations	
Manager (UPS)		Parts Dept. Man	
Computer Operator		Usher Movie Theatre	
Scholarship Assit.		Life Ins. Agent	
Computer Operator		Under Graduate Student (5)	
No Response (1)		No Response(4)	

TABLE 28 - FOUR-YEAR GRADUATES FROM FOLLOW-UP RETURNS BY HJC CATEGORY

CATEGORY	Number/4-Yr.Graduates	Percent of Follow-Up Returns
Graduates	17	70.8 of 24
Functional Graduates	03	75.0 of 4
Attenders	09	31.0 of 29
Withdrawals	00	00.0 of 7
Not Numbered	07	31.8 of 22
TOTAL	36	41.9 of 86

TABLE 29 - COLLEGES & UNIVERSITIES TO WHICH FOLLOW-UP STUDENTS TRANSFERRED BY HJC CATEGORY

COLLEGE/ UNIVERSITY	GRADUATES	FUNCTIONAL GRADUATES	ATTENDERS	WITHDRAWALS	NOT NUMBERED	TOTAL	TOTAL PERCENT (N= 48)
M S U	6	1	6	0	4	17	35.41
U M	7	1	2	1	1	12	25.00
M C	3	0	1	0	1	5	10.41
Belhaven	1	1	0	0	2	4	8.33
U M	0	0	2	0	1	3	6.25
Alcorn State Univ.	0	0	1	0	0	1	2.08
Millsaps	1	0	0	0	0	1	2.08
Northeast La. Univ.	1	0	0	0	0	1	2.08
Parkland College	0	0	1	0	0	1	2.08
Queens College	0	0	1	0	0	1	2.08
Southern Meth. Univ.	0	0	1	0	0	1	2.08
University of Alabama	0	0	1	0	0	1	2.08
TOTAL	19	3	16	1	9	48	
	79.16% of 24	75.0%of 4	55.17%of 29	14.28%of 7	40.90%of 22		55.8% of 86

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